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ABSTRACT

This report describes and evaluates high school programs funded under Chapter 1, Part B, of the Education Consolidation and Improvement Act (ECIA) and administered by the Institutionalized Facilities Program of the New York City Public Schools in 1989-90. The program is designed to address the educational needs of students in facilities for delinquent and neglected children and to provide daily living skills and career/vocational education. The report presents data for the following nine facilities: (1) J. Cap; (2) Aurora; (3) Odyssey House; (4) Island Academy; (5) Rosewood High School; (6) Veritas; (7) Riker's Island Educational Facility; (8) Promesa; and (9) Outreach House. A project summary narrative for each facility includes information on the following program components: (1) implementation; (2) facilities; (3) staff; (4) objectives/evaluation; (5) activities/methodology; (6) materials and equipment; (7) other contributing factors; (8) revisions; and (9) promising activities. Programs described are administered both in residential facilities and as offsite educational services. (AF)

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OREA Report

HIGH SCHOOL
E.C.I.A. CHAPTER 1, Part B
INSTITUTIONALIZED FACILITIES PROGRAM
1989-90

STATE REPORT

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HIGH SCHOOL
E.C.I.A. CHAPTER 1, Part B
INSTITUTIONALIZED FACILITIES PROGRAM
1989-90

STATE REPORT

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8/90

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This report was edited by Gaylen Moore and Donna Manton was responsible for formatting and producing the final draft.

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EVALUATION REPORT OF PROJECTS FOR NEGLECTED OR DELINQUENT PUPILS

1989 - 1990

FACILITY LEVEL PARTICIPANT AND ACHIEVEMENT INFORMATION

II. In the table below, enter for each facility the total number of project participants. Also indicate by program objective, the number of pupils served in this project who were available for assessment of vocational/life skills objectives (Column A), and the number who achieved 75 percent or more of the objectives (Column B) as stated in the project proposal

DUPLICATE THIS PAGE IF REPORTING MORE THAN 16 FACILITIES

Facility Type (SED Use Only)		Institution Facility Name	12 Digit Institution-Facility Code*	Unduplicated Number of Participants	Vocational/ Life Skills	
					Number Pupils Assessed (A)	Number Pupils Achieved 75% of Objectives (B)
		J. CAP		1	1	1
		AURORA		10	10	8
		ODYSSEY HOUSE		55	55	50
		ISLAND ACADEMY		500	500	400
		ROSEWOOD HIGH SCHOOL		30	0	0
		VERITAS		8	0	0
		RIKER'S ISLAND EDUCATIONAL FAC.		700	700	500
		PROMESA		30	30	24
		OUTREACH HOUSE		26	26	23

*Facilities located in the LEA's (Districts) have been assigned a 12 digit BEDS Facility Code. If you do not know the 12 digit code SED will complete the entries.

EVALUATION REPORT OF PROJECT FOR
NEGLECTED AND DELINQUENT PUPILS
1989-90

PROJECT SUMMARY NARRATIVE BY FACILITY

ISLAND ACADEMY

1. Implementation

The program began in early September as planned. The number of program participants was nearly 500. The program supervisor stated that this number was far greater than the 220 proposed. Program staff could not predict the actual number of students who would participate because they are sent from the Department of Corrections and are referred on an "as needed" basis. However, the discrepancy between proposed and actual number of students did not effect the implementation of the program with one exception: a shortage of supplies and materials.

2. Facilities

An outreach center in Manhattan administered by the Vocational Foundation Institution (V.F.I.) was a special instructional site provided to this institution. The V.F.I. worked with this school to provide follow-up services for students after they were released. This facility also included a room which was used for group instruction in career information and attitudinal development, a greenhouse, a construction shop, a print shop, a tailoring room, and a computer repair room.

3. Staff

The three teachers and one paraprofessional funded by the program were not sufficient. However, the program supervisor explained that the outreach center had many extra staff. The number and type of staff were as proposed. The Friends of Island Academy, an organization composed of teachers, businessmen, professionals, and other interested individuals provided educational funds and counseling services for students and sponsored various educational programs which provided academic and vocational training for students in transition. The organization also provided various cultural and personal awareness opportunities.

In-service training consisted of one program teacher attending Columbia University for training in the use of the Adkins Life Skills Inventory. That teacher then trained the rest of the staff. This training was considered insufficient.

4. Objectives/Evaluation

The objectives of the program were: to develop independent living skills, provide pre-vocational education, improve job application skills, and establish short and

long term goals. Because so many students needed to improve reading skills or develop test-taking skills, staff used counselling and follow-up interviews to gauge students' instructional needs and progress. On occasion, teacher-made tests were employed; however, the program supervisor reported that interviewing students was the most useful method because it was through one-on-one rapport with students that they obtained the most pertinent information.

5. Activities/Methodology

To achieve the program objectives, staff used the Adkins Life Skills program; "Changing Directions," a videotape about goal setting; a number of other videotapes; guest speakers; career fairs; and the "Metro Guide," a computerized career-selection kit. All of these techniques worked very well. The program supervisor reported that students were very interested in vocational programs and the challenge which they represented. She also stated that each student received at least 90 minutes of instruction five days per week. This did not include counseling, which was provided more frequently.

6. Materials and Equipment

Staff used the Pacific Institute's "Changing Directions" videotape series and prevocational workbooks for attitudinal development. Students were able to use the Metro Guide and videotaping studio at the facility for computerized occupational information searches, and for taping their mock job-interviews. The students also used the Adkins Life Skills program which consists of 10 different approaches to career preparation. It utilized video and audio tapes and other prepared materials. Although the materials were satisfactory, the supervisor reported that there were not enough expendable supplies such as forms, books, and pencils.

7. Other Contributing Factors

Staff reported that keeping up with paperwork was a problem primarily because it took time away from working directly with students. Another problem was finding students a place to live after being discharged. Academy staff made every effort in this area including calling students' relatives. Covenant House also cooperated by providing a temporary residence for students. Another major concern of the staff was testing. Because many students could not read standardized tests, these tests were not useful as a diagnostic tool; as a consequence teachers created their own tests to fit their particular students. A positive factor was that by the time students left the Academy they had formed a number of fruitful relationships with members of the administration and faculty. There was an effort to maintain these very positive relationships through an outreach center in Manhattan. Currently the program is establishing a second outreach center.

8. Revisions

The project administrator stated that it would be advisable to hire more on-site staff. He needs counselors, for example, to prepare students for exiting the program and to provide students with support once they leave.

9. Promising Activities

One innovative element of the program was finding places for the students to live. The faculty and administration went to great lengths to find apartments for them. Another unanticipated outcome was the staff's success at finding people to hire former students. The staff encouraged students to keep jobs even when they disliked them until they found more suitable ones. Follow-up phone calls to students often uncovered unanticipated problems which were promptly dealt with.

ROSEWOOD HIGH SCHOOL, RIKERS ISLAND

1. Implementation

The program was scheduled to follow the regular school year, beginning in early September and ending in late June. The number of proposed participants was 30, but the actual number of participants was much higher due to the rapid, unpredictable turnover of students. "We have no idea how long they'll stay," said the program supervisor. Although the average length of stay was between 30 to 60 days, there was wide variation. Because of the higher number of students, the Outreach Center staff arranged for students to continue the program after they had left jail. Counselors helped with the transition in whatever way possible and provided "exit counseling."

2. Facilities

The school itself was small and very cramped. There were however, six or seven rooms among which were the computer room which held 17 computer terminals, a cosmetology center, a cooking room with two ovens, a fine arts room, a library, and a sewing room with several sewing machines.

3. Staff

There was one vocational teacher for each of the five clusters (cosmetology, computers, fine arts, cooking, and sewing). But only one paraprofessional was hired with program funds. The program also had several outreach center staff.

The number and type of staff were as proposed. There were many kinds of in-service training. For example, the Board of Education presented a three day self-esteem workshop which was attended by one teacher who then shared what he had learned with the other teachers at the site. The principal and assistant principal conducted workshops and invited guest speakers to the school. For example, a theater group taught improvisation to program staff who later used the techniques when dealing with problem students. "Every week we do something," said the assistant principal. "We believe strongly in staff development. Goal setting and values-clarification are on-going activities."

4. Objectives/Evaluation

The program had two objectives: to help students develop occupational and vocational skills and prepare them to take the G.E.D. exam. The latter included mathematics and reading instruction in Graduate Equivalency Diploma (G.E.D.) content areas. The Metropolitan Achievement test was found to be useful as a preliminary assessment instrument; however, teachers were encouraged to continue the process of assessing students during regular classroom sessions. Staff also administered occupational and vocational interest inventories to students.

5. Methodology.

Each morning students had two G.E.D. class periods which covered basic academic skills and E.S.L. training. It was followed by a "family group," an advisory class dealing with interpersonal skills. After this, students would break for lunch and return for their vocational skills class. This system reportedly worked well. Program staff evaluated and assessed their methods and approaches on an on-going basis.

The principal reported that the minimum time required for instruction depended on a number of variables, particularly the extensive amount of variability among students' skills and abilities.

6. Materials and Equipment

For each cluster class, the program provided appropriate materials in sufficient amounts. For example, a large number of computers were readily available for the students in the program, two ovens were used in the cooking class, and the art class had sufficient quantities and varieties of materials for arts and crafts.

In addition, the PACE Employability Kit was used as an interest inventory and skill building tool. Staff used this kit to instruct students in resume writing, job interview protocol, and to introduce them to different work environments. There were hundreds of work sheets on vocational training. The assistant principal endorsed PACE as "an excellent resource."

7. Other Contributing Factors

Program administrators stated that they had a number of problems which effected program implementation: space problems, the need for custodial services, etc. These problems were primarily the consequence of the program's relationship to the Department of Corrections (P.O.C.). Program administrators put it this way: "We're just guests." In order to ameliorate these problems, the staff held monthly meetings with D.O.C. representatives as well as daily meetings with the D.O.C. captain in charge of education.

In spite of these obstacles, the program administrator considered the program to be effective. The principals attributed the success of the program to the dedication of the staff, and their willingness to cooperate with the principal, assistant principal, and each other.

8. Revisions

The assistant principal stated the need to find a more effective method for adequately evaluating students who are transient. He would like to have instruments which assess self-esteem and other psychological factors so that the

success of the program could be better measured. He would also like to see a broader network of support for students within the school.

9. Promising Activities

The program's flexibility to meet the changing and varied needs of the students made it unique. The administration completely changed what the Board of Education had planned. Instead of closely paralleling a conventional high school curriculum, the school was much less traditional. Staff were free to address the students' individual needs in the ways they thought were best.

In response to the question, "Were there any unanticipated outcomes from this project?", the assistant principal stated, "Everything is unanticipated. We never know what to expect. We may never know how well we've done. One teacher recently met a student on the outside, and the student said she's doing well. However, we hear bad stories, and see recidivism, more than we hear the good stories."

RIKERS ISLAND EDUCATIONAL FACILITY

1. Implementation

The program calendar followed the regular school year, from early September to the end of June. Although the proposed number of students was 650, the actual number of participants was reported to be 700. This fact did not effect the implementation of the program because the staff had already anticipated this possibility and made the necessary adjustments.

2. Facilities

The program used 10 classrooms for instruction each of which was equipped with computers. One of these classrooms was used as a special orientation room.

3. Staff

Five staff members and two bilingual paraprofessionals participated in the program. This number of staff was as proposed and was considered sufficient.

Various staff members and cluster coordinators held weekly cluster and staff development meetings. This training was considered sufficient.

4. Objectives/Evaluation

The program's objectives were: to help students acquire occupational, career education, and social skills. The Ohio Vocational Skills Inventory was considered a very effective assessment instrument because it easily identified students' vocational interests.

5. Methodology

Staff provided students with a wide range of instructional experiences including: hands-on computer instruction, role playing, budgeting, and dressing. Guest speakers were invited to make presentations on health occupations, job interview techniques, and AIDS education. Students were also viewed video tapes on interviewing. Finally, students were required to fill out job applications and resumes. This multi-faceted approach worked well but individual success varied.

Interviewees reported that the minimum class time was 40 minutes per session, at least five times per week. Some students, however, attended as many as 15 sessions per week.

6. Materials and Equipment

Audiovisual aids and computers were among the equipment used for instruction. Among the books used were "Coping Skills," "Forms in Your Future," and

"Budgeting and Banking," published by Janus Books. Interviewees reported that all materials were effective and provided in sufficient quantities.

7. Other Factors

Administrators identified the management of program funds as the main problem in implementation. Given that this problem was encountered during other cycles, the program supervisor reported plans to enter into discussions about it and explore solutions with the appropriate authorities.

8. Revisions

The program supervisor suggested expanding the computer program to include a writing component which would assist students improve their writing skills--a need that has become quite apparent with this population.

9. Promising Activities

Hands-on training in computers was considered extremely effective. An unanticipated program outcome was that despite their writing problems, students showed a high level of interest in desktop publishing.

OFFSITE EDUCATIONAL SERVICES (O.E.S.): PROMESA

1. Implementation

The program began and ended according to the school calendar (from September 11 to June 27th) as proposed. Although the program planned for 30 students, the actual number ranged from 16-30 throughout the year. This was a consequence of the high turnover rate for this population. Schedule changes were also implemented because of the high turnover. For example, the usual single afternoon session was sometimes held in the morning along with the other three sessions.

2. Facilities

Small rooms or dormitory floors were used for instruction. These areas were large enough to hold about 10 students but did not provide privacy. Green chalkboards were made available for program use.

3. Staff

Three general education teachers, one paraprofessional, one itinerant special education teacher, and one itinerant creative writing teacher participated in the program. The program supervisor stated that staffing was adequate.

There was a variety of in-service training. There were eight, half-day staff development workshops throughout the year usually scheduled every six weeks. The program also provided for informal peer supervision, and visitation among O.E.S. personnel. The supervisor was in regular contact with PROMESA staff via telephone, computer modem, mail, and everyday site visits. Training was provided by the program supervisor, guest speakers, other supervisory staff, teachers and paraprofessionals. The program supervisor stated that the training was sufficient.

4. Objectives/Evaluation

The objectives of the program were: to improve students' writing and verbal proficiency (including E.S.L. and computer literacy) and to develop creative writing.

Among the assessment and evaluation instruments used were a number of packaged, standardized tests such as the Adult Basic Learning Exam, and the LAB test. Teacher-made tests and teacher observations were also used for student assessment. The supervisor reported that most of these methods were effective, especially teacher observations.

5. Methodology

Teachers used a holistic approach. They created the "Tuesday Program" which consisted of: students generating a topic, conducting library research, listening

to a guest speaker, viewing a videotape, or debating the topic on each Tuesday of the month. The minimum amount of time necessary for instruction was reportedly 50 minutes per day, five days per week.

6. Materials and Equipment

Program staff used a variety of materials among which were: books, games, art supplies, crossword puzzles, video tapes and E.S.L. materials. Although these materials were effective the program supervisor stated that they could have used more of them.

7. Other Factors

The program encountered three special problems: insufficient supplies, no laboratory or gym space, and a need for more security (staff needed a safe place to keep supplies). In order to address the lack of gym space, staff created program-wide Olympics. In lieu of a proper science lab, teachers developed "kitchen lab" activities and gave demonstrations. For storage teachers sometimes used car trunks.

The program supervisor reported that the teachers were extraordinarily supportive. The supervisor worked to develop teachers' strengths and expand their teaching repertoires. Staff was encouraged to attend training conferences and regional meetings. The program supervisor also made a point of supporting teachers and showing appreciation for their work.

The main problems that the program encountered were: students had to be temporarily relocated because the original building did not have adequate heat for the winter; rooms used for instruction were very cramped and not fully equipped; teacher burnout was a constant possibility due to the nature of the population (students had substance abuse problems, were sometimes apathetic, had short attention spans, and had high turnover problems).

8. Revisions

The program supervisor identified the following areas that needed improvement: better areas for classrooms, storage space for supplies, more visitation among teachers at different sites to share ideas on teaching techniques, and more hands-on experiences for teachers and students.

9. Promising Activities

The program supervisor identified the following strengths of the program: the Tuesday program (described above) was particularly successful; the program benefited greatly from the innovative techniques used by the special education teacher; and, the staff became very close-knit which resulted in more opportunities for teachers to share instructional techniques and provide mutual support.

OFFSITE EDUCATIONAL SERVICES (O.E.S.): VERITAS

1. Implementation

The program began in early September and ended on January 31 when the agency moved its Manhattan facility upstate. At that point the Neglected and Delinquent service component of the program ended. There were five to eight participants in the program, as proposed.

2. Facilities

There was a small classroom and a computer lab which was equipped with two computers.

3. Staff

The staff consisted of one teacher and as proposed and was considered adequate.

The principal of O.E.S. reported that staff development consisted of workshops and lectures. Lectures included seminars and hands-on experiences. Workshop topics included life skills, vocational and career counseling, curriculum training, and the use of computer software for developing remedial skills (e.g., consumer math). One teacher was trained on a portable computer to use the "Metro Guide" for career and vocational instruction. The program provided information about various careers such as the skills required at entry level and starting salaries. The program held one general meeting at the beginning of the year at the Brooklyn O.E.S. office. Thereafter, regional staff development meetings took place at approximately six week intervals. Staff reported the training to be quite satisfactory.

4. Objectives/Evaluation

The program's main objectives were: to introduce students to occupational, vocational and basic life skills; to help them strengthen basic literacy and mathematics skills while helping them work on their individual learning needs (e.g. writing cover letters); and, to provide vocational counseling which included helping students improve their interview skills, develop resume-writing skills and find part-time jobs.

Program staff assessed student progress by using standardized tests such as the Degrees of Reading Power (D.R.P.), the Regent's Competency Test (R.C.T.) and the General Equivalency Diploma (G.E.D.) and comparing students' test scores when they entered the program and when they completed it. They also used benchmark tests, (e.g., from the Department of Labor) as well as assessments included in computer software programs.

The principal stated that the program was constantly in the process of revision. "The tests used have some limited value, and we can presume they measure

differences...; however, the tests are not good enough for pinpointing specific skills." For this reason the staff also relied on benchmark tests. "They're more specific. Instead of a general topic such as grammar, they will identify specific weaknesses, like punctuation."

5. Methodology

The program employed an individualized prescriptive approach. The teacher focused instruction on students' specific learning levels and needs, having made prescriptions based on intake information from previous records and results from the Adult Basic Learning Examination (ABLE) (a standardized but specific reading and mathematics competency test with items such as the multiplication of decimals).

The minimum amount of time spent on instruction varied widely among students depending on their individual needs.

6. Materials and Equipment

Computers and a variety of materials purchased by teachers were used in the program. The program supervisor considered they were adequate and were supplied in sufficient quantities.

7. Other Contributing Factors

The O.E.S. principal reported no special problems. This was primarily a consequence of his having supervised the program for five years, and his ability to pinpoint and resolve implementation problems based on his experience.

Agency involvement was cited as a factor which contributed to the program's success in meeting its objectives. Agency personnel actively supported program personnel thereby insuring a real team effort.

8. Revisions

If funding were available, the principal suggested that opportunities and facilities at sites with just a few students could be expanded to match those currently offered at the larger sites.

9. Promising Activities

The principal reported a number of program improvements: students acquired practical and very salable skills through their computer literacy courses; the program added a resident vocational skills counselor whose contributions were considerable; therapy and treatment plans developed by program staff were quite effective.

The only unanticipated outcome was the closing of VERITAS which was an agency decision and completely independent of O.E.S. In mid-year, the agency decided to move its N.Y.C. facility to upstate New York, thus, ending the involvement of the Board of Education.

OFFSITE EDUCATIONAL SERVICES: OUTREACH HOUSE

1. Implementation

   The program began and ended according to the New York City Board of Education school calendar. The program supervisor stated that 26 students participated in the program. Information on the proposed number of participants was not available; the program has an open door policy and admits anyone who is interested and still attending school.

2. Facilities

   There was one large classroom which could be divided and converted into two smaller rooms, a library, and a computer room (equipped with about six computers, a printer, and a modem).

3. Staff

   The project funded two teachers and one paraprofessional. This was considered adequate. In-service training consisted of staff development workshops presented by someone from O.E.S. or invited by O.E.S. These workshops were usually held two times each semester and were considered sufficient. The principal of O.E.S. also made a point of informing staff of additional training opportunities offered by other agencies (e.g., a computer course which was attended by one program teacher).

4. Objectives/Evaluation

   The program had two objectives: to help students earn a high school diploma or its equivalent, and to help them prepare for life after leaving Outreach House (e.g. returning to high school, entering college, returning to the world of work, etc.)

   O.E.S. adopted the Adult Basic Learning Examination (ABLE) as an entry level diagnostic instrument which assesses strengths and weaknesses in mathematics and reading. Student progress was also constantly monitored through unit tests in textbooks. The supervisor reported that these tests were effective.

5. Methodology

   Each student received 3.5 hours of classroom instruction and homework assignments everyday in four subject areas: English, Mathematics, Social Studies and Science. In addition, students received Spanish and computer instruction. The instruction effective. The minimum amount of time for instruction was reported to be 12 hours per week.

6. Materials and Equipment

Equipment for the program consisted of: six computers, a modem, and a printer. Among the books used were The R.C.T. Math Book (West Sea Publisher); Passing the G.E.D. (Scott Foresman); and Vocabulary Workshop (Sadlier Oxford). All materials were effective, readily available and provided in sufficient quantities.

7. Other Contributing Factors

There were several factors beyond planned instruction which contributed to the success of the program: an itinerant art teacher took students on educational field trips, (e.g., art museums, galleries, etc.); a gym teacher offered a gym class for high school credit; a spanish language tutor provided instruction for high school credit on Saturdays; there was excellent rapport between staff and students; the program staff was "extraordinarily creative and dedicated"; the agency provided strong leadership and practical support to program staff (e.g., a van and driver for trips).

8. Revisions

The supervisor suggested adding creative arts to the curriculum (e.g., music, theatre, plays).

9. Promising Activities

The program utilized a computer system-- "Learning Links" a computer network that allows students to hook up computer systems at different sites and obtain information--and combined this system with a "big brother" approach whereby a new student was assigned to an older student. The older student would take the younger one "under his wing" and provide some guidance in the learning process. In this precess, a bond is created between the two students which is reported to be effective. In one case, a new student increased his reading level by four years in two semesters.

OFFSITE EDUCATIONAL SERVICES: ODYSSEY HOUSE

1. Implementation

   The program started on time (early September) and was fully implemented. (It ended June 14.) Approximately 55 students took part in the program, as proposed. The relatively low turnover rate enabled program administration to predict accurately the number of students participating.

2. Facilities

   There were several classrooms, including a computer lab (equipped with six personal computers, a printer, and a modem) and a room for woodworking.

3. Staff

   There were five funded teachers as proposed; this number was sufficient.

   The project included in-service training. The head of the Waterways Project provided a computer course in which he demonstrated the use of a modem. The course lasted one week and was sufficient.

4. Objectives/Evaluation

   The objectives of the program were to help students develop skills in the following areas: activities of daily living, job applications and resume writing, job interviews, word processing, typing and general computer literacy.

   Among the assessment instruments used were: the ABLE test at the beginning of the year; a Chapter 1 criterion-referenced test; the R.C.T.s in reading, writing and mathematics; and, a G.E.D. prescriptive test. The program supervisor stated that these tests were useful, particularly because the program has "... veteran teachers who know a lot." Thus their experiences helped them use the information generated by these tests in an optimal manner.

5. Methodology

   Staff provided individual and small group instruction to students in mathematics, reading, writing, and word processing. The program also provided career counseling and invited guest speakers to make presentations on career options. All such methods were reported to be excellent.

   For most program participants, the minimum amount of time for instruction was 4.5 hours per day, five days a week. Eleven participants received an extra hour of remedial instruction, three days per week.

6. Materials and Equipment

The program used the following equipment and materials: computers, consumer mathematics books, "World of Work" books, and video tapes of job interviews. The supervisor reported that all materials were effective and were in sufficient supply.

7. Other Contributing Factors

Program administration encountered no special problems. Agency staff and administration were very helpful and contributed significantly to the success of the program.

8. Revisions

The program supervisor suggested only one change: to expand the program and facilitate the participation of more students.

9. Promising Activities

The program supervisor identified a number of unexpected positive activities and outcomes of the program. An innovative computerized pen pal program enabled students to leave messages for one another at different schools. In this way students further developed their social skills. The Federal Employment Guidance Service, a state agency, provided vocational training and job placement services to students; two students found jobs during the school year. Finally almost all participating students eventually received their G.E.D. diplomas.

OFFSITE EDUCATIONAL SERVICES (O.E.S.): J. CAP AND AURORA (TWO SITES)

1. Implementation

   The programs began and ended with the regular school year. J. Cap had one student and Aurora had ten participants, as proposed.

2. Facilities

   Each site had one computer room and one classroom.

3. Staff

   There were three itinerant staff members (one teacher, one paraprofessional, and one computer teacher) who provided services to both sites, as proposed. The program supervisor reported that staffing was satisfactory.

   In-service training included the use of the "Metro Guide," a computerized career-selection kit. The coordinator of "Metro Guide" received training from the Board of Education, and then met with all O.E.S. site teachers. The training was reported to be satisfactory and took place twice a year.

4. Objectives/Evaluation

   The objective of this program was to develop life skills, and career and vocational skills. Teacher-made tests were used to assess students' progress and were reported to be effective.

5. Methodology

   The program covered the following topics: key boarding, preparation of resumes, application letters, job interviews, and pen pal programs. The program supervisor reported that each of these "definitely worked." The minimum time spent on instruction was reported to be three hours per week.

6. Materials and Equipment

   Among the materials and equipment used at these sites were: a computer, the "Metro Guide" package, and life-skills books for preparing resumes and letters of application. The program supervisor reported that all were effective, readily available, and provided in sufficient quantities.

7. Other Contributing Factors

   No special problems were encountered. It was noted, however, that the agency had vocational counselors who also helped meet program objectives.

8. Revisions

The supervisor was "very satisfied" with the program as implemented and made no suggestions for its revision.

9. Promising Activities

The program assisted O.E.S. students in the production of a literary magazine. Students wrote, edited, and assembled the magazine. It included poems, essays, art work, short stories and interviews. Two or three editions were produced during the school year.

There were no unanticipated outcomes. Students left the program with more self-confidence and with practical, concrete, and realistic ideas about their future, having learned for which careers they were best suited.